

Relationships Education and Well-being in the School Policy

Well-being is a broad term that covers how you feel about yourself and your life. It encompasses the physical, emotional (and mental), social and spiritual areas of a person. Under the EYFS this is covered in the children's personal, social, emotional development and physical development. Both of which are prime areas of learning and development. Under the Key Stage 1 Curriculum this is covered in Relationships Education; however, relationships education is taught at every opportunity as we support children in their day to day school life and as opportunities to do so naturally arise.

EYFS (nursery class)

Physical well-being covers everything physical to do with the body:

- Growth and development
- Moving and keeping physically fit
- Caring for your health (e.g. washing, cleaning teeth, etc.)
- Eating a balanced and nutritious diet
- Rest and appropriate sleep patterns.

Mental and emotional well-being includes:

- Acknowledging, expressing and coping with feelings and emotions
- Thought processes
- Reducing stress and anxiety.

Social well-being includes:

- Relationships
- Family (close and extended) and what family means
- Friendships and what it means
- The feeling of belonging and acceptance
- Compassionate and caring approaches.

Spiritual well-being can cover the following:

- Value and beliefs held
- Personal identity and self-awareness.

Children's physical well-being is supported through our carefully planned curriculum programme which supports all types of gross and fine motor learning and play both indoors and outdoors. We provide healthy snacks for the children, and work with parents to ensure that nutritionally balanced meals are provided for the children. We also support our staff to make healthy choices in regards to their physical health.

Personal hygiene is supported in children of all ages, explaining the reasons for hand washing, tooth brushing at home and other routines.

Children are provided with quiet and calming areas for rest and relaxation. This enables them to recharge their batteries and supports both their physical and mental well-being. We support children to make strong attachments with their teacher or guide (key person) as well

as forge relationships with their peers in order to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

Children's mental and emotional well-being is supported. We provide a safe environment that allows for caregiver to child co-regulation. This consistent practice supports the process of children building the capacity for self-regulation, through providing activities in which children are able to recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they cannot cope with just yet. We support children's self-regulation through carefully planned activities, such as yoga, Growth Mindset, books, discussion and resources, as well as by modelling calming strategies and naming and talking about feelings and by providing opportunities for children to practice their self-regulation skills.

All teaching and support staff are responsible relationships education and children's well-being. The head teacher has overall responsibility for ensuring this is met.

EYFS and KS 1. (Years R, 1 & 2)

The focus in our mixed age primary class is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Underpinned by the school ethos of kindness and mutual respect and through direct teaching and guidance at free play times, children are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Continuing the supportive and nurturing approach provided in our nursery class, we support children in learning how to establishing personal space and boundaries, show respect and understand the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the time children join our primary class they are taught explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. By drawing attention to these in a range of contexts we aim to enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, our teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared

and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Children in our primary class are taught about families in a sensitive and well-judged way considering the knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

We understand that a growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. We aim to achieve this in a variety of ways, including by providing planned opportunities for our young children to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through the school's Relationships Education, we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Children at our school are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support the safeguarding of children.

Caroline Palmer (class teacher) and her support staff are responsible for relationships education and children's well-being in our primary class. Caroline is responsible for ensuring support staff support the children developing understanding of relationships. Emma Wetherley has overall responsibility.

Positive Behaviour and Growth Mindset

Staff use the Promoting Positive Behaviour to ensure a consistent approach. Staff are also trained in the Growth Mindset approach and encourage children to have a growth mindset attitude.

Staff are able to recognise when a child may need support with their emotions and provide this one to one or in a small group, whichever is more appropriate. Teaching children to recognise and manage their emotions at a young age will support them throughout their life.

Parents are consulted about relationships education at the school.

This policy was adopted on	Signed on behalf of the school	Date for review
<i>September 2023</i>	<i>E. Wetherley</i>	<i>September 2024</i>